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ABSTRACT

The accomplishments of the first year of project FOCUS, one of five national demonstration efforts funded under the Women's Educational Equity Act, are presented. There are four parts to the report. Part 1 gives an overview of the project. After conducting a needs assessment, the Tucson (Arizona) Unified School District undertook four central program activities: using resources designed to improve the balance of educational opportunities for all students; training all personnel in the concepts of equity and strategies to apply those concepts; providing a setting where other interested persons could observe the program and talk to the implementors; and evaluating the project. Part 2 describes the following accomplishments of the first year: (1) learning activities (K-12) using sex-fair materials were compiled; (2) a volume of sex-fair activities in language arts, math/science, social studies, and fine arts was designed for lower primary students; (3) workshops were conducted for faculty and staff; (4) presentations were made to local parent, business, and community groups; (5) project brochures were distributed; and (6) technical and final reports were written. Project evaluation results are described in the third part. Several attitude surveys and questionnaires were used to assess teacher and student awareness of equity issues and students' aspirations toward nontraditional roles. There were measurable reductions in stereotypic behaviors. The awareness of equity issues was increased. The report concludes with a discussion of lessons learned from the first year. (RM)

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The Design of a Snark That Is Not a Boojum: Learning from Evaluation

Jane G. Schubert

Prepared for AERA, March 1982

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ACKNOWLEDGEMENTS

This document presents the accomplishments of the first year of a national demonstration of educational equity resources. The project, FOCUS, is one of five national demonstration efforts funded under the Women's Educational Equity Act. Several products resulted from FOCUS activities during the first implementation year (1980-1981):

- a compilation of 100 exemplary activity plans (K-12) using sex-fair materials; plans that were developed by FOCUS faculty
- a volume of sex-fair activities in language arts, math/science, social studies, and fine arts designed for lower primary students by three FOCUS faculty
- a technical report that describes progress throughout the year
- a final report that summarizes the first year's activities and achievements

This report expands on the summary of achievements by discussing what we have learned from them and how the lessons influenced the plans for the second implementation year.

Numerous individuals contributed the data that resulted in this volume: the FOCUS staffs in Palo Alto and Tucson and the FOCUS faculty in the elementary and secondary schools in the Tucson Unified School District #1.

I am grateful for their interest and participation.

Jane B. Schubert

FOREWORD

The Women's Educational Equity Act (WEEA) was established in 1974. Funds were supplied to numerous institutions and organizations for the development of gender and ethnic-fair educational materials and resources. Approximately 233 items were produced for pre-schoolers to adults. The subjects ranged from educational administration to math and science; a wide variety of formats included audio-visual materials, self-directed guides, manuals, and workshops and seminars.* The time was ripe to demonstrate the value of these materials in existing educational programs.

Such demonstrations were called for in the 1978 reauthorization of WEEA (as Title IX, Part C of the Elementary and Secondary Education Act) and proved to be a milestone in the program.

Five institutions received contracts to design comprehensive programs of educational equity in a local education agency. The school districts, with student populations ranging from 5,000 to 100,000 were in the Southwest, Southeast, Northwest, and Northeast.

Each demonstration project was designed to:

- use materials that help create an environment free of sex and ethnic bias
- assist educators at all levels to instill equity concepts into their daily lives
- provide a setting where people can observe equitable practices
- offer training to individuals interested in establishing equity programs in their own schools and
- collect qualitative and quantitative data as a basis for judging the extent to which the program aims

The demonstration sites held promise in several ways: They would

- offer a test of reality for the introduction of a specialized set of materials into an existing educational program
- provide an opportunity to examine similar activities of an implementation in settings with different characteristics

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* A comprehensive matrix of WEEA products (FY76-FY80) appears in the FY1980 Evaluation Report of the Women's Educational Equity Act Program. Washington, D.C.: National Advisory Council on Women's Educational Programs, 1981.

- permit the collection of data to identify the reasons why activities may or may not be successful, and to take steps toward project improvement

- provide indices of progress toward institutionalization of educational equity

- offer opportunities to gather evidence showing whether the project is making a difference.

In a sense, WEEA viewed the sites as sources of data to show that it was making an impact. This seemed entirely realistic: five sites representing different sections of the country had access to all the WEEA products that were on the market and included classrooms ranging from kindergarten through the twelfth grade in which the materials could be used. Much of the evidence that had been presented to illustrate WEEA program success was anecdotal; projects lacked the capability (and sometimes the desire) to collect data on a routine basis. Field testing of products, when it did occur, seldom produced enough information to convince stakeholders in and out of government, Congress, and others to whom WEEA looked for support, that WEEA was making progress in balancing educational opportunities.

All demonstration projects are in progress. The intended sequence is shown below; X marks the current status.

Design Phase	Year 1 Implementation	Year 2 Implementation	Year 3 Implementation
1979 ——→	1980 ——→	1981 ——X——→	1982 ——→ 1983
Oct.	Oct.	Oct.	Oct. Sept.

We are midway in the second year of implementation. The first year marked the introduction, on a comprehensive scale, of materials that stressed equity for all students. Most events took place as scheduled. Others were not included in the original designs. The events are thoroughly documented in technical reports prepared at each site; other documentation appears in site products.

A key component of all the demonstrations is evaluation. The activities are designed as a logical sequence intended to produce certain specified outcomes. It is imperative that the evaluation procedures meet the minimum requirements of: (1) documenting the extent to which certain program events occurred and how they occurred; and (2) providing indicators of progress toward the expected outcomes. Many program evaluations have suffered from a major weakness: they have measured the initial inputs and the intended outputs and given little attention to what actually constituted the program. This paper describes the efforts of one demonstration site to overcome this weakness. We attempted to verify our basic assumptions regarding the events

and activities that were to lead to the intended outcomes by documenting, on a continuing basis, what happened during the first implementation year.

In this report, we examine these occurrences and reflect on what has been learned at one of the five demonstration sites.* Specifically, the report presents:

- a brief summary of the program-in-place, including the needs assessment preceding the implementation design and the program rationale
- a description of the local setting in which the demonstration occurs
- the accomplishments relative to the aims of the program, using the program rationale as a frame of reference
- a synthesis of what was learned during the first implementation year, emphasizing the continual development and potential for expansion

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* FOCUS is the name of the demonstration project that is the subject of this report.

I. PROJECT OVERVIEW

A. Context of the Demonstration

Demonstration is defined as "the act of making evident or proving" and "explanation through practical application." When planning a demonstration program, the designers must articulate what they want to accomplish and how they hope to accomplish it. Most do. The program then becomes a set of activities that are to be implemented. The particulars of time and place introduce other factors that influence the success or failure of the program but that bear no necessary relationship to the program itself. In this section, we attempt to describe some of the contextual factors in which the national demonstration of educational equity in Tucson operates.

The Tucson Unified School District #1 is located in a rapidly developing metropolitan center of the Southwest. During recent years, several major corporations have established large new facilities in and around Tucson that begin to rank with mining, agriculture, and ranching as the chief employers of the region. Mexican-Americans, Native Americans, Blacks, and Asians constitute a growing proportion of the total population.

In 1980-81. the district operated 68 elementary schools, 16 junior high schools, 9 senior high schools, 2 alternative high schools, and 5 adaptive education schools. Enrollment totaled about 57,000 students. In addition to the regular educational program, the district strives to meet special needs of some students through classes for the physically and mentally handicapped, learning disabled, gifted and talented. Special occupational programs, magnet schools, bilingual education, and Title I also are in place. Federal and state funds are important to TUSD#1, as are the attendant uncertainties that accompany such support. A feature of these monies is that they often require a local initiative or imply a locally supported continuation related to the special interest being funded--community participation, parent involvement, or commitment by the district to nurture the sown seed. The complementary or continuing activity is often easier said than done.

In addition to the TUSD#1, the FOCUS demonstration includes another local organization, the Career Guidance Project of Pima County. The school district and the Career Guidance Project have worked together to promote sex equity through workshops, inservice seminars for vocational educators, other faculty, and administrators. They combined talents in implementing Title IX compliance throughout the district with administrative participation at the district level. The history of Career Guidance relations with eleven districts throughout Pima County and in Arizona reveals a strong commitment to gender and ethnic fair practices. Staff members of Career Guidance and FOCUS belong to the informal alliance of other organizations and individuals who promote balanced educational and occupational opportunities for males and females in the Tucson community. The Women's Studies Program at the University of Arizona, and the Tucson Women's Commission are important members of the network. The network is strong; Tucson's size permits knowledge of what's happening in town and who is responsible. Interaction among members is common. Some of the network participants sat on the FOCUS Community Resource Board.

Introducing a national demonstration into an environment that already recognizes the need to establish and maintain equitable practices is a plus.* When an activity or event is planned, it isn't necessary to begin at square one. The ground has been broken, and a cadre of informed residents and educators are ready and willing to be part of the effort. The local FOCUS staff provide leadership in promoting equity in the neighborhoods and community organizations. But some minuses also exist, particularly from an evaluation point of view. There is a sense in which local leadership welcomes new faces and fresh ideas insofar as they fit the local agenda. Maintaining the integrity and "purity" of FOCUS as a program and fulfilling contractual obligations becomes a special challenge in the real world. Staying on the programmatic track was sometimes difficult, as opportunities to participate unplanned events outside the project were available. We have tried to remain flexible: it is critical to the overall goals of the program such as WEEA for individual efforts to also be part of the broader spirit. It is a delicate balance. We believe that FOCUS maintains it.

B. Needs Assessment

The first step in the design of a full-scale demonstration is to identify the major educational needs that the demonstration must address. Although the formal educational sector is the functional center of the program, active participation from other community sectors is not only desirable, but essential. Our needs assessment reflected this collective definition of "educational needs" and gathered evidence indicative of equity issues both in and out of school.

Three data sets were collected. The first consisted of archival data available from the Tucson Unified School District #1 (TUSD#1). Documents from which data were taken included: (1) the 1977-78 TUSD#1 Statistical Report, (2) the 1978-79 Summary Report of the College Board Testing Program, (3) the High School Profile Report of the American College Testing Program, (4) the report of the Girls' High School Sports Survey (1978), and (5) Vocational Course Enrollments, 1977 and 1979. The second set consisted of 149 "critical incidents" collected from 97 individuals in Tucson. This procedure elicited information from individuals who had first-hand experience with situations that enhance or limit equitable participation of males and females in school and occupational programs in Tucson. Respondents included parents, teachers, counselors, school staff and administrators, and representatives of the business community. Each incident is a report of an actual event; it identifies the principal players, what actually occurred, the setting of the event, and the perceived outcome. The third set consisted of the responses of 1,026 K through 12 students to instruments that surveyed student opinions on occupational sex stereotypes, parental/housekeeping roles, spare time activities, and school experiences. Both the second and third data sets covered out-of-school events and activities as well as those occurring in school settings.

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* We don't mean to suggest that Tucson is a model of equity, but FOCUS is not the first equity-based project in the community.

Here are the principal findings disclosed by each of the three data sets.

1. The archival data show that TUSD#1 shares many of the educational imbalances that have been common in American society. Enrollments and achievement levels in programs of study that lead to better-paying jobs are lower for women than men; men are underrepresented on elementary school faculties; women perceive more deficiencies in their high school program than do men; among college-bound students, women are somewhat less likely than men to aspire to post-graduate and professional degrees and more likely to aspire to two- and four-year degrees or be undecided; and both men and women students show patterns of interest traditional for their sex.

2. The analysis of critical incidents focused on three features of the events: who was involved, the setting, and the theme or rationale used by the principal player. The most frequently employed rationale, accounting for about one-third of the events, was that a certain activity was viewed as "inappropriate" for women. The range of these activities was very large. A second, related theme was the assertion that women lack the ability to succeed in certain endeavors; again, the range of activities was large. Two rationales were offered as explanations for women not trying to do something that they wanted to do. The first was based on actual experience, the second on a belief concerning what the experience would be like. These themes were labeled "It does not work," and "It will not work," respectively. Women are discouraged from undertaking certain courses of action because it is not worth the hassle or because they believe the experience would be unpleasant if they tried. Finally, a frequent theme in the incident data is the failure to recognize the options that do exist and, consequently, the tendency to pursue less-preferred directions.

3. The student survey data revealed (a) a reduction in the range of activities viewed as inappropriate for women as students progress through the grades, (b) the persistence of sex stereotypes with regard to certain activities throughout the school years, (c) more tolerance for women moving into new areas (e.g., nontraditional occupations) than for their relinquishing old responsibilities (e.g., homemaking), and (d) the need for support systems for women entering nontraditional areas.

A list of minimal programmatic requirements derived from the findings suggests that the demonstration should include activities, materials, and programs designed to:

- increase awareness of sex stereotyping among students, educators, parents, and community residents
- reduce stereotypic behaviors among students, educators, parents, and community residents
- train educators and parents in the skills and knowledge necessary to achieve equity
- enhance student aspirations and opportunities for participation in nontraditional roles (in educational programs and career choice)

- increase support for equity at the district administrative level.

C. FOCUS: The Program-in-Place

Our overall program design is illustrated as a set of linkages between the major events and outcomes. This program rationale is the cornerstone upon which the evaluation is constructed. FOCUS is depicted in this fashion in Figure 1.

The program design became reality with the award of a contract to AIR for the first implementation year. There was a promise of two additional years if the program proved worthy of continuation and funds were available. Although AIR received the contract, two other critical participants hold responsibility for program implementation. The first is the subcontractor, the Career Guidance Project of Pima County, Arizona, which serves as the principal liaison between the demonstration and the third participant, the Tucson Unified School District #1. The representatives of this district can make or break the program--they are the change agents and the persons who will pursue the ideas and strategies fundamental to FOCUS after the external support from the government draws to a close. The three institutions enjoy a history of productive working relationships. In 1977, under a contract with the U.S. Department of Education, AIR identified the Career Guidance Project as an exemplary career education program and prepared a successful application for CGP to the TUSD#1. During recent years, staffs from both organizations cooperated in presentations at professional conferences and in preparing publications. The Career Guidance Project has provided technical assistance in career education and educational equity to the TUSD#1 for several years under grants from the Arizona Department of Education and the U.S. Department of Labor.

Our approach in the school district was to work with building administrators and their faculty who had some previous experience in, knowledge of, or commitment to the concept of educational equity. We were interested in getting on with the program, which did not call for the immediate conversion of the uninitiated. We chose to set a good example. The criteria for selection of participating schools were:

- strong support from the school administrator
- expressed willingness by some faculty members to participate in the demonstration
- evidence of commitment to equity concepts in other school programs or activities
- a mix of ethnic, cultural, and income groups in the target school and staff populations
- willingness of the schools to accommodate visitors to the project

- evidence of parental and neighborhood involvement in the school's educational program.

Some faculty members in all eight FOCUS schools volunteered to participate in the program. Requirements for their involvement included attendance at monthly building meetings, in-service workshops, preparation and submission of lesson plans, and assistance in providing evaluative data. Each participant received a stipend for completing tasks that were in addition to their regular classroom assignments and an opportunity to apply for a FOCUS "investment" to supplement an activity. A total of 41 comprised the nucleus of the FOCUS faculty during the 1980-81 academic year, each contributing to four central program activities: (1) using resources designed to improve the balance of educational opportunities for all students; (2) training all personnel in the concepts of equity and strategies to apply those concepts; (3) providing a setting where other interested persons could observe the program and talk to the implementors; and (4) collecting data on program events and assisting in the pre-post surveys of faculty and students.

1. Using Resources. FOCUS addresses the complexity of introducing new ideas and materials into an existing educational program by giving a significant role to local educators in the process. Before agreeing to use any resource, faculty at each school examined materials and completed a written review. Each lesson or activity is documented for later sharing with colleagues.

Most of the educational resources used were developed with WEEA funds, but faculty were not prohibited from using other resources if weaknesses or gaps appeared in WEEA products.* Such flexibility upheld the spirit of the demonstration.

2. Training Personnel. The training component included all of the role groups the demonstration is mandated to involve: the educators who met students on a daily basis in a variety of settings; out-of-school persons with whom students lived, and from whom they learned about career options, experienced role models, and received guidance about conducting and managing their lives. Project staff also joined colleagues in local, state, and national professional development events.

The first year's training activities focused on "mainstreaming" equity so that the ideas blended into daily instructional strategies and interpersonal relationships. We therefore strove to increase awareness of gender and ethnic stereotyping behaviors and then to learn to identify such bias in educational resources and to improve equitable behaviors of all participants.

3. Showcasing the Demonstration. An important component of the national strategy is to expose the demonstration to interested educators, so they may consider a similar program for their local districts. The showcasing is available as a short-term orientation for visitors (1 day) who wish to observe the program or a longer training session (2-3 days) for interns

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* Summary of these gaps is noted in the FY1980 Evaluation Report of the Women's Educational Equity Act Program cited in the Foreward.

who want more detailed accounts of the process and who receive training in the implementation procedures. The latter will then be equipped with some practical ideas for infusing educational equity in their own districts.

4. Data Collection. We gathered data from a variety of sources throughout the implementation. Faculty contributed to the pool with written reviews of the educational materials, written activity plans, evaluations of all inservice sessions they attended, examples of equity-related situations that occur with students and colleagues, and by completing forms that measure sex-role stereotyping and attitudes toward sexism in education. Data collected from other role groups include student opinions on suitability of males and females to perform occupational and life management functions, and personal expectations on their own futures and those of their spouses. Parents, school administrators, and community groups provided information such as critical incidents on written evaluations of the activities in which they were involved.

II. YEAR ONE ACCOMPLISHMENTS

In assessing the accomplishments of our first year, we were concerned as much with documenting the program-in-place as with determining how well the goals were being reached. Our evaluation thus had two main thrusts, one aimed at specifying how well each of the activities depicted in the program rationale (see Figure 1) was carried out, and one aimed at assessing the extent of change in the attitudes and behaviors of FOCUS participants. In this section we review our findings.

As shown in the program rationale, implementation of the FOCUS program involves several activities. In Figure 1, activities are depicted in boxes and objectives in circles. These activities can be characterized as follows:

- development and use of resource materials (boxes 12-14, 16)
- training and involvement of key personnel (boxes 5-11, 15)
- showcasing the program (boxes 22-23, 25-28)

Below we review and assess what was accomplished during the first year for each of these areas.

A. Using Resource Materials

As indicated previously, one of the objectives of the demonstration program was to infuse equity materials and resources into existing curricula. A systematic procedure to identify and review suitable resources was initiated at a Materials Review Workshop during the design phase of the project, when 34 educators from TUSD#1 examined nearly three dozen resources and selected 20 as warranting serious consideration for inclusion as FOCUS materials. This initial pool was augmented over the course of the 1980-1981 school year as additional materials were identified by the AIR staff and the district Sex Equity Specialists. An arrangement was made with the Educational Development Center (EDC, the WEEA publishing contractor) to forward new products automatically. In addition, each FOCUS faculty member was given an EDC catalogue to identify and request materials of interest. A central repository was established at the project site coordinator's office and some materials were provided to FOCUS schools so that they could establish their own libraries.

As potentially suitable materials were identified and received, they underwent a comprehensive review by selected FOCUS faculty. The results of these reviews were documented and then circulated, along with the materials, among approximate schools. In all, 35 sets of materials were reviewed and circulated of which 19 were selected by one or more of the FOCUS teachers for use during Year 1.

It was necessary in most cases for the FOCUS teachers to modify the materials or develop activity plans that incorporated them. A total of 418 such plans were developed. Of these, 299 were tried out in the classrooms

Program Rationale: FOCUS National Demonstration of Educational Equity Resources for Women

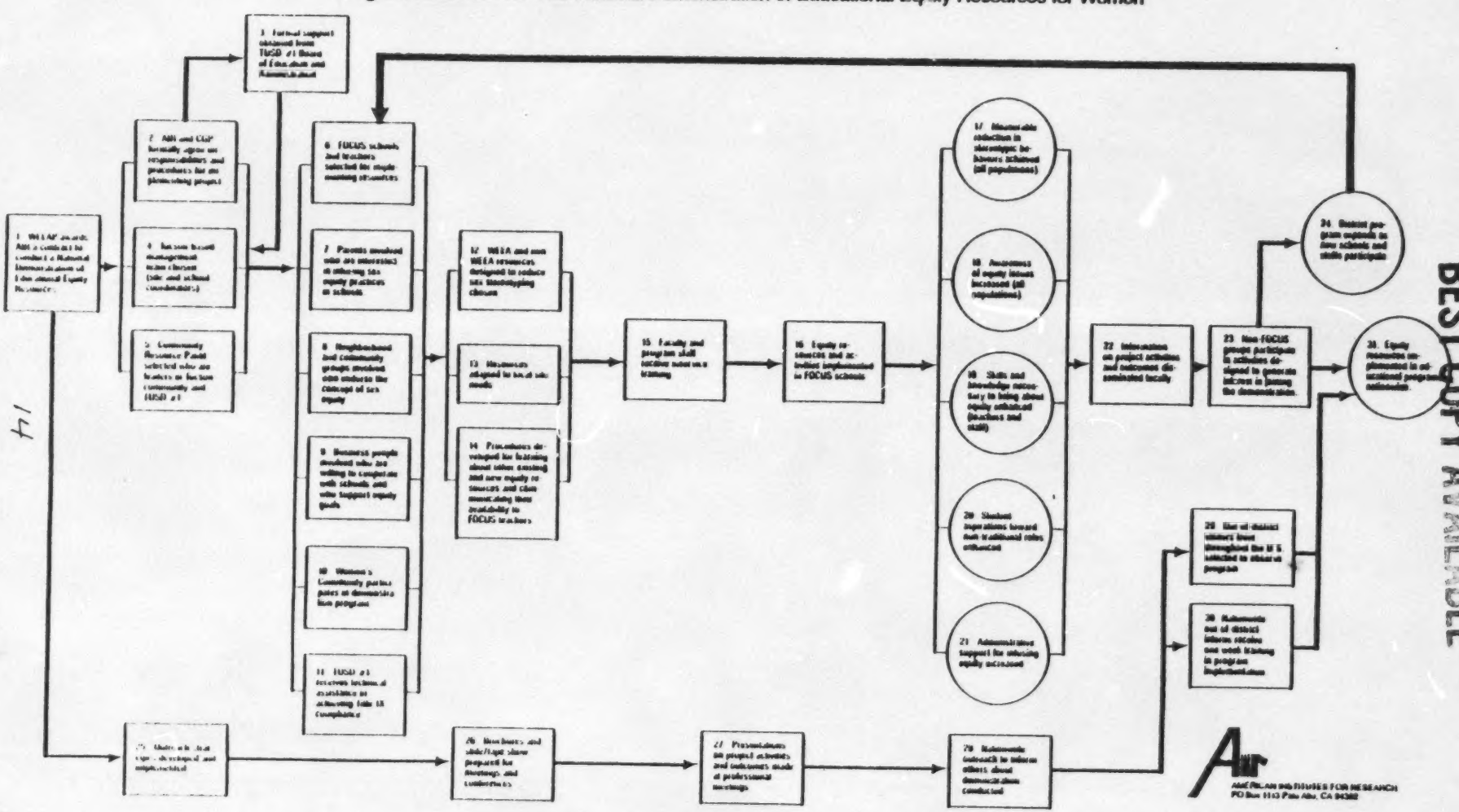

Figure 1

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and reports were written on them. At the end of the year, 100 judged to be exemplary were compiled, edited, and reproduced for distribution to all FOCUS schools during the second implementation year. In addition, a set of 20 activity plans developed at one elementary school for early childhood classes was also edited and made available to appropriate FOCUS schools.

As an additional incentive to the FOCUS faculty to develop strategies for incorporating equity resources into the curriculum, small stipends were offered to cover the extra costs of special projects or events. A total of 33 awards, averaging $70, were used for literature for the school library, games and other media designed to overcome math anxiety, local field trips, and development of a videotape on local men and women in non-traditional occupations. A group of kindergarten teachers identified a very large void in materials useful for their classrooms and devoted several weeks during the summer 1981 to producing a series of interdisciplinary activities based on children's literature.*

B. Training and Involving Key Personnel

The FOCUS program attempts to involve a wide range of individuals and groups in the promotion of equitable educational and occupational opportunities. While the local school personnel are seen as having the major responsibility for implementing the program, parents, local business people, and neighborhood and community groups are also important in that they represent additional role models and sources of guidance.

1. FOCUS faculty and staff. Training of FOCUS faculty (i.e., teachers, counselors, and other professionals who would be responsible for implementing the FOCUS program in the schools) was directed toward the basic theme of mainstreaming, or infusing, equity into the existing curricula. Five workshops addressing this theme, involving approximately 30 hours of formal inservice training, were conducted over the course of the school year. In addition, project staff maintained contact with the FOCUS faculty through biweekly building meetings. Through these activities, faculty received technical assistance in the preparation of lesson plans, and the selection and evaluation of new materials as well as those used by other schools.

The FOCUS project staff (i.e., the site coordinator and the elementary and secondary sex equity specialists) also received training. They participated in more than 14 activities during the 1980-1981 school year, including a staff development workshop for staff from all the demonstration sites, a workshop on methods of equity training, and several local workshops concerned with equity issues.

2. Parents and business/community groups. A series of presentations was made to local parent, business, and community groups to inform them about the project and enlist their support and participation. In addition,

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* A. Crites, K. Stritzel, & R. Wortman. Equity based activities for early childhood education. Palo Alto, CA: American Institutes for Research, 1981.

a 16-member Community Resource Panel was established to assist the project in community outreach. The members were selected for their commitment to the goals of balancing educational and occupational opportunities for male and female students and for their networking potential in the Tucson area. The members represent facets of Tucson such as the university, the Women's Commission, Chamber of Commerce, business, and the governor's office. The intention was to maximize this networking capability rather than use the capability in an "advisory" capacity, thereby enhancing the visibility of the FOCUS program. Each member suggested three ways he or she could be most useful; local staff then contacted the resource person as appropriate. Suggestions included willingness to represent FOCUS at organizational meetings, speak to classes, be interviewed by students, or establish contacts for FOCUS with other organizations.

3. Non-FOCUS educators. An effort also was made to apprise non-FOCUS educators of the program, and a number of presentations were made to faculties in both FOCUS and non-FOCUS schools. Also, a visitation day was held at the Arizona Inn in May 1981 to introduce interested educators and parents to the program. In addition to principal and faculty teams from eight TUSD#1 non-FOCUS schools and four TUSD#1 regional superintendents, the president of the local chapter of NOW and a member of the National Advisory Council on Women's Educational Programs attended.

4. Assistance in achieving Title IX compliance. The project staff also worked more directly to assist TUSD#1 to achieve Title IX compliance. Among the activities were:

- training for both the Tucson staff and the FOCUS faculty. One member of the staff received special training on Title IX at the BIAS Workshop in Portland, Oregon, and she led sessions on what she had learned at one FOCUS workshop and four faculty meetings.

- a briefing from one Title IX coordinator (member of FOCUS) to the FOCUS faculty on the TUSD#1 District Committee activities, especially on the establishment of grievance procedures.

- a workshop conducted by the Career Guidance Women's Support Staff, including the FOCUS staff, on educational leadership for school administrators. A segment on Title IX was an item on the agenda.

- assembly and distribution of several readings on Title IX to FOCUS faculty.

In addition, the project staff maintained a close working relationship with Project Equity (the Region IX Sex Desegregation Assistance Center [SDAC]). They combined resources to compile a set of materials (e.g., McCune/Matthews, and Becoming Sex Fair) for the TUSD#1 District Committee and offered technical assistance on an as-needed basis. Committee members contacted them as special concerns arose. Finally the Chair of the TUSD#1 Title IX Committee (Assistant Superintendent for Instruction) issued a

memorandum to all district principals regarding Title IX legislation and grievance procedures instituted in the district. The memo, prepared in both English and Spanish, was also sent to faculty, staff, students, and parents. It outlined the organizational structure for inservicing personnel and improving student instruction with respect to Title IX. A hearing officer (Director of Resource Programs) was appointed.

C. Showcasing the Program

One of the purposes of conducting a demonstration is to acquaint others with the program. Providing concrete evidence that the program works and how it works presumably will encourage replication or adaptation elsewhere. To this end, a multifaceted outreach program was developed to disseminate information about the program at the national, state, and local levels.

One of the first steps in the outreach program was to prepare brochures describing the FOCUS program, a pamphlet describing the five demonstration sites (a coordination task of the University of Tennessee), and a slide-tape show of all the demonstration sites (coordination task of The NETWORK). During the first implementation year, we distributed approximately 900 FOCUS brochures to professional colleagues, school district faculty, business employers, women's groups, parents, and so on. About 250 copies of the national demonstration brochure were given to the same populations, and the slide-tape was shown at the WEAL Conference, the Visitor's Day in Tucson, and the National Coalition for Sex Equity in Education (NCSEE) Conference in Snowmass, Colorado.

A second dissemination strategy was to provide information about the project through state and local education and women's networks. Because much of the first implementation year was devoted to activities necessary for establishing the program in the core schools, media coverage was limited to announcements in publications such as the PEER Newsletter, Project Equity (Region IX SDAC) Newsletter, and Project S.E.E. Newsletter, and reports on special events (Free to be Equal Day).

Additional strategies at the local level included presentations to educators and to business and community groups, a visitor's program (e.g., visitor's days at the demonstration sites), and the establishment of a Community Resource Board. As described previously, at least some effort was made in each of these areas during the first implementation year, and it is planned that these efforts will increase in Year 2.

Finally, staff from all the demonstration projects made numerous appearances at local, regional, and national conferences and provided information on all of the demonstration projects was provided.

III. PROGRAM OUTCOMES: EVIDENCE OF ATTAINMENT

Several intended outcomes for the FOCUS demonstration program were depicted in the program rationale (see Figure 1; outcomes are denoted by the circles). While all could not reasonably be expected to be achieved during Year 1, some change in the attitudes and behaviors of the participants was plausible. Evaluation activities were focused on the following.

- Measurable reduction in stereotypic behaviors (all populations)
- Increased awareness of equity issues (all populations)
- Increased skills and knowledge necessary to bring about equity (teachers and staff)
- Enhanced student aspirations toward non-traditional roles
- Increased administrative support for infusing equity

A variety of quantitative and qualitative measures was employed to assess the extent of change in these areas. Several attitude surveys and questionnaires were used to assess teacher and student awareness of equity issues and (for students) aspirations toward non-traditional roles. They were administered to both FOCUS and non-FOCUS teachers and students before and after implementation of the program. These instruments are listed and described in the paragraphs below. Qualitative measures were limited to FOCUS participants and included teacher observations and interviews conducted throughout the year, more formal end-of-year interviews with teachers and administrators, and parent evaluations of parent workshops. The particular sources of data relevant for each of the designated program outcomes are noted in Table 1. Year 1 findings for each outcome are summarized following a description of the instruments.

Attitudes Toward Sexism in Education. This survey questionnaire was developed by Professors Robert and Bernadine Stake (1979) at the Center for Instructional Research and Curriculum Evaluation, University of Illinois. Its purpose is to assess the perceived importance of sex equity issues (sex role stereotyping, nonsexist education, equal opportunities for men and women) relative to other educational issues and concerns (consumer education, student motivation, youth unemployment, and teenage drinking and drugs). The form of the Stake questionnaire that was used consists of ten items, with six Likert-type items, three yes/no items, and one open-ended question. The Stake survey was completed by FOCUS and non-FOCUS teachers in both FOCUS and non-FOCUS schools.

Attitudes Toward Sex Roles. This instrument was developed by Dr. Peggy Hawley (1977) to assess respondents' views of appropriate female behavior, since stereotypical expectations often play an important part in women's education and career choices. The questionnaire is a Likert-type scale consisting of 35 statements of commonly held ideas of sex-role behavior.

Table 1

Measures Used to Assess FOCUS Outcomes, 1980-81

Outcome	Target Population	Quantitative Measures	Qualitative Measures
o Measureable reductions in stereotypic behaviors	teachers and staff	--	Staff observations
	adminstrators	--	--
	students	--	Teacher anecdotes
	others (e.g., parents	--	--
o Awareness of equity issues increased	teachers and staff	Attitudes toward sexism in education scale Attitudes toward sex roles scale	--
	administrators	--	End-of-year interviews
	students	Who Should (grades K-6) Your Opinion (grades 7-9)	Teacher anecdotes
	others (e.g., parents)	--	Parent workshop evaluations
o Skills and knowledge needed to bring about equity enhanced	teachers and staff	--	Teacher anecdotes, tapes, staff observations, End-of-year interviews
o Student aspirations toward non-traditional roles enhanced	students	Your Future (grades 7-12 only)	--
o Administrative support for infusing equity increased	administrators	--	End-of-year interviews

Respondents rated each statement on a 6-point scale. The Hawley questionnaire was completed by the FOCUS teachers and a group of non-FOCUS teachers in FOCUS schools.

Who Should: These instruments were developed by Project Equality at the Highline School District in Seattle, Washington. Two adapted forms of this questionnaire were administered to elementary students in both FOCUS and non-FOCUS classes. The first form (K-2), contains 11 items, the second form (3-6) consists of 47 items organized into five topical clusters. Students were presented with a series of questions regarding appropriate male/female behavior and asked to write or circle whether the behavior was appropriate for males, females, or both, on the answer sheet. Students were asked to identify their grade and sex.

Your Opinion: This Likert-type survey instrument was designed to assess the attitudes of junior high school students (Grades 7-8) toward sex role stereotyping and equity-related issues. The version used for the FOCUS evaluation was adapted from the "Attitudes Toward Non-traditional Career Scale" in Fredell Bergstrom, Project Eve (1977). Students rated their feelings to selected ideas and statements on a 5-point scale ranging from Strongly Agree to Strongly Disagree. "Your Opinion" was administered to Junior High students in both FOCUS and non-FOCUS classes. Responses to items were coded as unbiased (U), neutral (N, i.e., no opinion), or stereotyped (S).

Your Future: This survey is an AIR revision of a revision of the Kotcher Career Commitment Inventory developed in 1975. Separate versions were designed for male and female senior high school students (grades 9-12); the two versions are equivalent but not interchangeable. The items presented in these instruments are intended to assess students' perceptions of their future--plans for education or job training after high school, and opinions about marriage, family life, travel, and career. "Your Future" was administered in both FOCUS and non-FOCUS classes.

A. Measurable Reductions in Stereotypic Behaviors

Project staff directly observed FOCUS classes during the school year in order to assess the impact of the program on teachers' and students' behaviors. The purpose was to produce data regarding the frequency of stereotypic or non-stereotypic behaviors as well as critical incidents illustrating particularly effective (i.e., non-stereotypic) behaviors. However, the data obtained proved not to be as useful as had been hoped: there was considerable inter-rater variability in the number and nature of behaviors noted. Further, the comments and critical incidents tended to be complimentary rather than objective, and to focus on the quality of instruction (i.e., teacher performance) rather than examples of stereotypic or non-stereotypic behavior for teachers or for students. Thus it is not possible to draw firm conclusions about reductions in stereotypic behavior, particularly for students, from this data source.

Teacher interviews, on the other hand, provided numerous anecdotes suggesting that equitable behavior was indeed being integrated into the

students' lives. Several teachers found students correcting them or each other, or criticizing teachers and peers in non-FOCUS settings for biased statements and actions--non-biased lineups, seating, classroom chore choices, and play groups.

B. Increased Awareness of Equity Issues

Considerable effort was devoted to assessing awareness of equity issues as a result of the FOCUS program, as indicated by the number of measures noted in Table 1. The results obtained are presented separately for each population examined.

1. Teachers. The scales administered to the teachers measured (1) the perceived importance of sex-equity issues relative to other educational issues (the Stake scale), and (2) respondents' views of appropriate female behavior (the Hawley scale). With regard to the importance of sex-equity issues, FOCUS teachers tended to assign them greater importance than did non-FOCUS teachers, with females generally rating them higher than males. (This difference between FOCUS and non-FOCUS teachers is hardly surprising, given the voluntary nature of participation in the project.) Further, this awareness of equity issues tended to increase over the year among both the FOCUS and non-FOCUS teachers in FOCUS schools, but not among the non-FOCUS teachers in non-FOCUS schools.

With regard to attitudes toward sex roles, however, FOCUS and non-FOCUS teachers did not differ significantly (male teachers in both groups, however, were significantly more likely than female teachers to give stereotyped responses). While the FOCUS teachers are more likely than non-FOCUS teachers to believe equity issues are important in education, they do not tend to have less stereotypic attitudes toward appropriate sex roles. Differences observed between FOCUS and non-FOCUS students can not be attributed simply to difference in the attitudes of their teachers.

2. Students: Who Should (K-6). The Who Should surveys asked students to indicate whether each of a variety of activities or roles should be carried out by a male, a female, or both. The findings for the primary and the intermediate grade students are remarkably similar and can be summarized as follows. On the posttests:

- Students in FOCUS classes were consistently less inclined than were non-FOCUS students to stereotype items. The average proportion of non-FOCUS students who stereotyped items (i.e., indicated that either males or females should perform particular tasks) was from one-and-a-half times to nearly twice as large as the proportion of stereotyped responses among FOCUS students.

- For both FOCUS and non-FOCUS students in the intermediate-grade students, stereotyping was most prevalent for housekeeping roles, followed by job suitability. Approximately one-half of the non-FOCUS students stereotyped items in the housekeeping roles subgroup, as contrasted with only 29

percent of the FOCUS students stereotyping items in this same subgroup. Items relating to job suitability were, on the average, stereotyped by 38 percent of the non-FOCUS students as contrasted with 25 percent of the FOCUS students.

- While the FOCUS and non-FOCUS students differed in sex-role stereotyping, they did not differ in their ordering of particular items that were most or least likely to be stereotyped.

- The data suggest that boys are more likely to stereotype items than girls in both the FOCUS and non-FOCUS groups.

- The data indicate that the gaps between FOCUS and non-FOCUS students holding sex-role stereotypes tend to diminish between kindergarten and second grade, and between third and sixth grade. (Indeed, the sixth-grade control classes did not differ significantly from the FOCUS classes, suggesting that some contamination of effect may have occurred.)

- For nearly all items or topical subgroups, boys and girls in both FOCUS and non-FOCUS samples tend to be very similar in the direction of stereotypes held (i.e., "male" or "female"). Both sexes were more likely to characterize job-related roles and leisure activities as "male" and parental and housekeeping roles as "female."

With the exception of the sixth grade classes noted above, the posttest results provide evidence that sex-role stereotyping was reduced among FOCUS students relative to non-FOCUS students, with the impact greatest for girls and younger students. While these analyses of posttest results do not account for the possible initial differences between FOCUS and and non-FOCUS students in prevalence or intensity of sex-role stereotyping, a comparison of pre- and posttest results does suggest that the program has been successful in reducing sex-role stereotyping. The above analyses applied to pre- and posttest results indicate the following:

- Among FOCUS students, the proportions of both boys and girls who stereotyped items decreased on <u>every</u> item between pretest and posttest.

- While non-FOCUS students also demonstrated a lower incidence overall of stereotyping on the posttest than on the pretest, the reduction was not as great—and in fact, some of the items were stereotyped <u>more by</u> both sexes on the posttest than they had been on the pretest.

3. <u>Students: Your Opinion</u> (Junior High). At the Junior High school level a 27-item survey of attitudes toward women and work, women in non-traditional roles, and male roles was administered.

The females (FOCUS and non-FOCUS) consistently gave more U responses than did the males, both on the presurvey and on the postsurvey. All four

groups tended to give more unbiased than stereotyped responses, and males tended to respond more "neutrally."

On the postsurvey, FOCUS males and both groups of females increased their U responses; non-FOCUS males had the lowest number of U responses and showed the greatest increase in N responses. FOCUS females increased their U responses on more items than did non-FOCUS females. Although some of the pre/post differences were small, they do suggest that FOCUS students shifted more toward "equity" than did their non-FOCUS counterparts.

While the percentages of male U responses to items in the three subject clusters were about the same (ranging from about 40 percent to about 50 percent), percentages of female U responses showed a pattern of most unbiased responses to cluster 1 items (Women and Work) and most biased to cluster 3 items (Male Roles), with cluster 2 receiveing only slightly more U responses than cluster 3.

In general, male and female groups gave their highest and lowest U responses to the same items within each cluster. Males and females differed on a few items. Most notably, whereas about 90 percent of the females disagreed with the statement that men are better bosses than women, only 25 percent to 47 percent of the males did. The data suggest the following:

- Males and females support the concept of married women working outside the home (especially for financial reasons), but doubt that women can successfully combine motherhood with full-time employment. Males also tend to agree with the statement that women are becoming too independent today while females tend to disagree.

- While students give relatively high unbiased responses to statements concerning women's mental ability to hold nontraditional jobs, and support their right to pursue nontraditional career interests, they give relatively few unbiased responses to statements concerning the suitability or appropriateness of nontraditional choices.

- In regard to men, students are most traditional in their expectations that men should work rather than stay at home full-time, and in their relatively low unbiased reactions to the concepts of male ballet dancers, nurses, and nursery school teachers. Students gave their most unbiased reactions to the concepts of males interestd in hair styling, males being able to type, and male librarians. Although the pattern is not as clear here as it is for items concerning females in nontraditional occupations, students again seem to draw a distinction between abilities and the right to pursue interests, on the one hand, and suitability of nontraditional pursuits on the other.

4. Students: Anecdotes and Observations. As noted previously, classroom observations generated relatively little information regarding student attitudes toward equity issues. However, through interviews and annotations

of their lesson plans the teachers supplied numerous anecdotes illustrating a growing awareness of equity issues and problems on the part of the FOCUS students. The following are examples of some of the themes that emerged.

1. Teachers often gave accounts of lively discussions and noted various instances where a girl or boy "broke the ice" in a classroom discussion by announcing that she or he wanted to or enjoyed doing a nontraditional thing. The topics varied depending on the age, sex, and grade level of the students. For example:

- After reading the story, Serge, considered a popular third grade boy, announced to the class that the Star Wars figures are actually "dolls." This allowed many second grade boys to freely discuss their dolls, Star Wars and others. Many were comfortable talking about how nice it was to sleep with a stuffed toy or doll and to play with the same.

- One girl stated that she wanted to be a doctor and there was no reason why she couldn't be as good as any male. She was aware of the fact, and said so, that people look at many jobs as "men's jobs." She made other girls and boys aware that people do think with open minds (sometimes) and that she, as a woman, could do anything she wanted. Her effect on the other students many not be longlasting, but it is apparent that her self-concept and goal orientation is quite sophisticated.

- One young girl exclaimed during the discussion, "I do that all the time!" in reference to box building, and proceeded to give an account of her exploits. Boys and girls turned to her and asked questions. She became the expert. Several boys said, "I don't want a girl telling me to do everything." This prompted a class discussion on taking orders from anyone--did it matter if it was a boy or a girl?

2. Several elementary-grade teachers reported that one result of administering the Who Shoulds was that students started asking to change their answers, either as the impact of their own responses hit them or as the result of classroom discussions that followed.

3. Some high school teachers mentioned that their classes seemed more harmonious after awareness exercises, that students seemed to be more comfortable about cross-sex friendships. For example, a teacher noted the following anecdote:

- A girl invited a boy on a date and he went. The event was stimulated by a class discussion about dating roles and traditional roles regarding girls and boys, and who does the inviting.

To some extent these examples may illustrate the "novelty" of conducting equity activities in the classroom. However, these anecdotes also serve to underscore the growing awareness of equity issues and problems among teachers

and students. Findings such as these have implications for both programmatic and classroom equity activities for the second implementation year. As awareness of equity-related problems is increased, more time and effort will be channelled into exploring these issues in-depth, from personal and experiential perspectives, and expanding the scope of FOCUS to reach additional audiences of parents, students, and teachers.

In sum, the FOCUS program appears to have had substantial impact on the student awareness of equity issues and on attitudes toward sex-role behaviors. This impact appears to have been somewhat stronger among the girls and among the younger students. Further, there appears to have been somewhat more impact on attitudes concerning work in the labor force (for women and for men) than on attitudes concerning work in the home, which is still more likely to be seen as "women's work."

5. Parents. Two workshops were conducted for parents of FOCUS children. The purposes were to introduce parents to the goals and objectives of the FOCUS program, and to increase parental involvement and support. The parents completed workshop evaluation forms at the end of the session.

Responses were virtually all favorable. The parents felt the workshop was particularly effective in making them more aware of the effect of sex bias and sex-role stereotyping on students and in raising questions about equity in general. For example:

- Even though I felt I was aware, the "startling statements" activity was in a sense shocking enough to make me realize something needs to be done now.

In addition, evidence of increased parental interest and awareness was reported by teachers.

- A mother stopped by to report an incident that happened over the vacation. They had gone into a restaurant to order dinner, and the little boy said, "This restaurant really knows something. Look around. There are men in this restaurant. There are men cooks, there are men waiters, and they know that men can cook too."

In general, parents were very supportive of the program. Even in the Hispanic community, where some resistance to the program as a threat to cultural traditions was anticipated, parents appreciated the program as a means of bettering their children's career options and opportunities.

C. Enhanced Skills and Knowledge among Faculty

As described previously, a series of formal inservice training sessions as well as numerous informal workshops and meetings were held to help teachers acquire the knowledge and develop the skills needed to bring about educational equity. Evaluative data were obtained for each major activity (i.e., the inservice training sessions); in addition, the FOCUS faculty were interviewed at the end of the school year. Teachers were asked to keep logs

of the lesson plans implemented during Year 1, noting any particular success stories (i.e., equity activities that resulted in unusual incidents or atypical student behavior).

The large number of lesson plans used during the year (299, or an average of approximately seven per teacher) suggests that the FOCUS faculty was indeed developing the capability to enhance educational equity in their classrooms. However, data relating specifically to gains in knowledge or skill levels were not available. As noted previously, the teacher observations tended to focus more on the general quality of instruction than on the incidence of behavior aimed at promoting equity or awareness of equity issues. However, there was some indication that the successful implementation of FOCUS in the classroom was related to the teaching ability of the instructor.

At the end-of-year interviews teachers were asked to comment on (among other things) the quantity and quality of their training and to offer suggestions for Year 2 implementation. Here are some responses.

- A preference was expressed for informal meetings with the sex equity specialists on an as-needed basis—to review new materials and to address the needs of individual teachers. Informal meetings with teachers from other schools that were not specifically for inservice training purposes were not perceived as very useful since the students were so different.

- Teachers generally felt that time was too limited to thoroughly review WEEAP materials or explore other sources, and expressed a desire for more time. They also expressed frustration at the difficulty in obtaining some of the materials, and annoyance at the female-oriented bias of some of it.

- FOCUS teachers were strongly of the opinion that meeting with other teachers formally and sharing reactions to experiences with the materials were very useful. The use of videotapes of teachers demonstrating equity lessons and resources was suggested. Teachers also suggested organizing a looseleaf book listing all WEEAP materials, which would serve to inform them of new materials, identify appropriate grade levels, and summarize the reactions of those who had used the materials.

- In terms of their workshop and inservice training experiences, teachers expressed a preference for weekday meetings (whole or half days), involving released time from their schools. They also preferred separate workshops for the elementary and secondary teachers, tailored to each group's need.

- For the second implementation year, FOCUS teachers recommended increased communications among FOCUS staff, perhaps

including a newsletter; better efforts to involve non-FOCUS teachers and parents in the program's activities; more emphasis on "doing and demonstrating" at the inservice workshops; and an increased involvement of the original FOCUS faculty in efforts to expand the scope of the program.

These comments suggest that greater attention needs to be given to (1) sharing information about materials and strategies that have been used and found effective, and (2) more individualized assistance to help teachers develop specific skills.

D. Enhanced Student Aspirations toward Non-traditional Roles

Assessment of student goals and aspirations was conducted only at the senior high level. However, since many classes contained mixed grades, data were obtained for some eighth and ninth graders as well. The Your Future survey instrument was administered to assess both FOCUS and non-FOCUS students' post-high school education, family, and career plans.

The overall responses to each item were summarized for FOCUS males, non-FOCUS males, FOCUS females, and non-FOCUS females. These data suggest that:

1. For most items, few differences appear between FOCUS and non-FOCUS students; for example,
   - a high proportion of all students are interested in a four-year college program
   - all students expressed interest in marriage between ages of 20 and 25
   - all are interested in jobs at decent salary and training for occupations
   - females in both groups are interested in marriage, career, and raising children
   - both males and females favor part-time employment for wives
2. There is little evidence of change from grades 8-9 to 12
3. Some shifts that occur do not "favor" FOCUS students
   - more FOCUS than non-FOCUS females want to be housewives (tenth and twelfth)
   - FOCUS males in tenth grade rated marriage and family as important activities for women

- twelfth grade non-FOCUS males say having an independent life is important for women

- all FOCUS females shift from preference for part-time employment for wives tc concentration on home and family

- more twelfth grade FOCUS than non-FOCUS females say that a woman should not work outside the home if her husband opposes.

Both FOCUS and non-FOCUS students thus appear to be interested in obtaining postsecondary education in preparation for a future that combines a career with marriage and a family. The data suggest no strong preference for a future that focuses on one aspect at the expense of the other, nor that the FOCUS program has significantly enhanced student aspirations toward non-traditional roles.

E. Increased Administrative Support for Infusing Equity

The reactions of the principals of the eight FOCUS schools were generally very positive. They commented on the opportunities provided for staff development, the increased communication among staff members, and the expanded opportunities for students to learn to view themselves in modern-day roles.

Two principals commented that increased involvement of parents and non-FOCUS staff would benefit the program. Overall, the principals wanted to be regularly informed of the FOCUS activities and suggested debriefings by project staff and short, written summaries of program activities.

IV. LESSONS FROM THE FIRST YEAR

If we based our impressions about the first implementation year on the recitation of accomplishments in the previous chapter, we could say something like this:

> A look at major items on the demonstration agenda shows that we did indeed do all the things we were supposed to do: introduced equity resources, trained teachers, broadcast to outside audiences, collected evaluative data, and so on.

While this finding may be reassuring, it isn't sufficient. Such global statements (both positive and negative) are often made about evaluations of educational programs. A reader is told whether the program did or did not work, and sometimes this proclamation includes a brief discussion on why. The topics differ in terms of the populations served and what the programs hope to achieve, but presentations of the findings often resemble one another in that they examine goals in light of what occurred.

Since we have already stated the program's accomplishments, we would like now to reflect on what we have learned from them. The discussion begins with specific comments about major program components and concludes with some general impressions.

The infusion of WEEA products into an existing curriculum occurred unevenly. Teachers often expressed the need for additional classroom resources and wanted a voice in those which are selected. We tried to address both concerns by asking them to select potentially useful resources from the available pool and review them before using them. Some appreciated our request for a written review while others viewed this as extra work. But it did prove to be a very useful tool in providing feedback to the dissemination center on a range of materials and in communicating with local colleagues about the resource. Having completed the initial review (by more than one faculty member in more than one school), we did not require it again. Inservice meetings included time for resource sharing so that new FOCUS teachers in Year 2 could benefit from the returning teachers' experience.

In the documentation of the reviews, and in listening to the faculty, we also learned about strengths and weaknesses of the resources. Few ready-to-use materials were available that could serve as supplemental or enrichment classroom exercises. Faculty, in most cases, need to devise their own plans for implementation. A set of 100 exemplary classroom activities classroom activities with an equity focus has been compiled and circulated to all FOCUS faculty and the other four demonstration sites. Another spin-off product was developed by a group of kindergarten teachers who found little material for their students. They devoted a few weeks during the summer of 1981 to prepare activities for themselves and their colleagues from children's literature in their school libraries. The collection of activities presents equity concepts through language arts, math and science, social studies, and fine arts. This volume has been given to elementary schools throughout Tucson and to other demonstration sites, and will be distributed to all visitors and interns. It exemplifies the ultimate purpose

of the demonstrations--faculty members who believe in the program's concepts and aims identify their roles in making them an integral part of instruction.

The second year will see teachers who now have access to materials in their own schools, planning in advance for them to be part of the year's curriculum. We must also report that some units that emphasized the feminist viewpoint as more important than teaching about a particular discipline were not favorably received by male and female faculty. They were unwilling to be biased in the opposite direction because it was not a proper example for the students.

On balance, training a cadre of faculty, the FOCUS participants, seems preferable to designing a program, then issuing invitations to a large number of people who may or may not attend workshops, then waiting for individuals to appear. The levels of participation, as well as the participants, are scattered, and there is little cohesion. The FOCUS faculty has become a recognizable group of people with special knowledge and experience in a particular area. They have responded to expressions of interest from their non-FOCUS colleagues, both in and out of their buildings. They are the source of the ideas for dissemination mentioned earlier.

Looking back over the first year's experience in promoting FOCUS ideals to other populations such as parents, employers, non-certified educators, and the community-at-large is a reminder of the magnitude of not only the mandate for the demonstrations but of the problem of bring about educational equity. First of all is the diverse set of populations. FOCUS has sponsored activities for each of these groups and has met the contractual requirements. But there are limits to what we can realistically expect to accomplish. Involving parents has been easier at the elementary than at the secondary level. The parent workshops sessions have been poorly attended and the secondary personnel feel that energies are best spent doing something else. Our alternative has been to work with parents on individual projects rather than work with groups. We have met with greater success among parents of elementary children, many of whom attended our evening workshops and accepted with pleasure the materials for use at home. This approach will be expanded in the second year as teachers rather than staff assume responsibility for parent involvement.

It is important for parents to learn about a program such as FOCUS from the program managers. The alternative communications through other channels may misrepresent the aims of the program. On one occasion, a parent complained because her daughter was receiving "sex education" lessons. In another instance, a parent from a home where roles are "traditionally" maintained feared we would cause alienation among the family because we encourage exploration of career options. Such situations are dealt with as they arise; we have sought administrative support in contacting all parents to inform them about the program, for example, by sending them a brochure.

The use of WEEA materials increases as faculty learn about the resources, become familiar with them, use them in their classes (some with their own families), and talk about them to colleagues. Our intention is to support this effort by expanding the volume of resources at each building as our budget permits.

The pivotal element in the FOCUS program is the faculty. They are the ones we hope to reach. If they don't accept the basic tenets of the program and learn to make them an integral part of their instructional strategies and the curriculum plan, hope for infusion is unwarranted. The training components provide stimulus and support, but the spirit comes from within. We believe the spirit lives among the faculty in Tucson; many faculty have picked up the ball and are beginning to run with it. One teacher is working on a local slide-tape show that showcases the FOCUS program and plans to make a formal presentation to all TUSD#1 prinicpals and administrators of the resources they have access to. Others wish to conduct inservice workshops among faculty in their region (TUSD#1 is divided into four regions) and with preservice classes in the community college and the University of Arizona. The exciting indicators among such ideas are that they originate from the faculty and are directed toward informing and involving others.

In the training workshops, the necessity and the willingness to communicate with or contact others developed as the year progressed. At the beginning, our sessions addressed overall issues related to equity. Interaction among the faculty began spontaneously at the meetings, and they became integral parts of the workshop.

This faculty networking has received support during the second year so that the contacts will be established before the funding ends. The interaction has become more formal at the building level in the form of a building manager who coordinates the dissemination of materials to the FOCUS faculty and serves as the liaison between the sex equity specialist and the FOCUS staff in a particular school.

FOCUS is gaining visibility in and out of the school system. Again, our efforts in this direction must be well thought out—single organizations cannot receive (nor would they desire) the degree of attention given to the educators. The Resource Panel was one focused activity in the community, in addition to our many presentations, and we probably did not use them as well as we could have.

It is to this comprehensiveness of hope that we turn in the final paragraph. By requiring demonstration programs to encompass so many segments of the community, the sponsor correctly recognizes that the total environment must contribute to the ethnic and gender educational balance that leads to overall quality of education. A demonstration program is not expected to remove all the inequities in the educational system and in the community. Some may expect it to reduce the problem. We do not suggest that our evidence can be used to show that fewer inequities exist in Tucson than before FOCUS began. We further do not suggest that a program such as FOCUS was the missing link in a series of events that would lead to such a state.

We instead suggest an alternative. FOCUS is one part of a solution to the problem caused by inequitable behaviors. Providing resources whose value is recognized by the faculty, helping faculty to build and strengthen their own capabilities, introducing students to new options, and informing others who influence these young people about why FOCUS is important offers a new perspective on the way information is used to judge a program. We see progress being made toward educational equity in Tucson and we believe FOCUS is contributing to that progress.